



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 12001492  
SAU: MSAD 06  
School: Frank Jewett School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 3

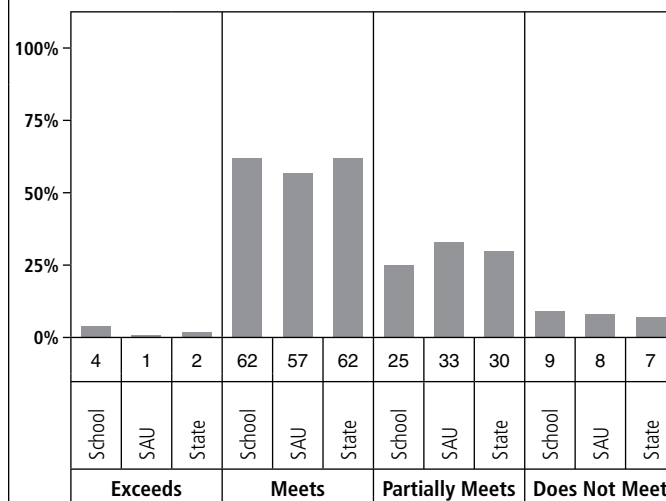
SAU: MSAD 06

School: Frank Jewett School

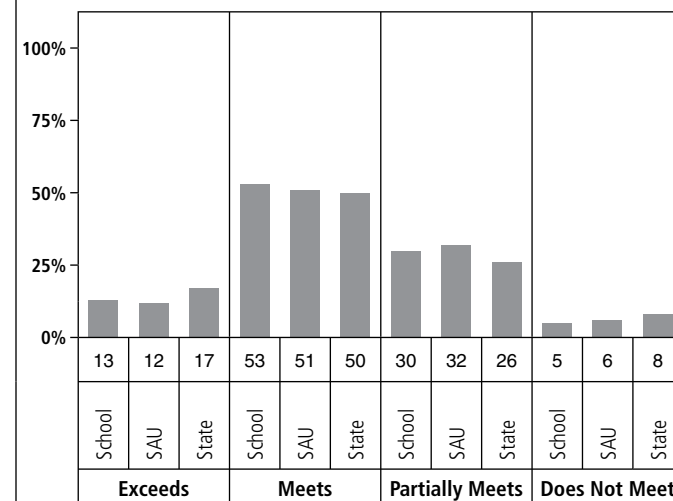
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	347	345	345
2006–2007	347	345	345
<b>2007–2008</b>	<b>345</b>	<b>343</b>	<b>344</b>
Cum. Avg. *	346	344	345
<b>Mathematics</b>			
2005–2006	345	344	344
2006–2007	350	348	347
<b>2007–2008</b>	<b>347</b>	<b>346</b>	<b>347</b>
Cum. Avg. *	348	346	346

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 3  
SAU: MSAD 06  
School: Frank Jewett School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	81	100	315	100	13803	100	80	100	313	100	13714	99	80	100	312	99	13710	99												
Ethnicity African American/Black	0	0	4	1	399	3	0	0	4	100	391	98	0	0	4	100	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98												
Hispanic	0	0	1	0	162	1	0	0	1	100	158	98	0	0	1	100	159	98												
Caucasian/White	81	100	310	98	12916	94	80	100	308	100	12846	100	80	100	307	99	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	18	22	54	17	2358	17	17	100	53	100	2333	99	17	100	52	98	2329	99												
Current LEP	0	0	1	0	371	3	0	0	1	100	357	96	0	0	1	100	361	98												
Economically disadvantaged	26	32	119	38	5584	40	26	100	118	99	5535	99	26	100	117	98	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	67	83	268	85	10650	77	67	83	266	84	10678	77												
Identified disability (PET/IEP)	4	6	11	4	475	4	4	6	9	3	479	4												
LEP	0	0	1	0	151	1	0	0	1	0	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
<b>Participation with accommodations</b>	12	15	44	14	2936	21	13	16	46	15	2911	21												
Identified disability (PET/IEP)	12	100	41	93	1735	59	13	100	43	93	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	0	0	3	7	986	34	0	0	3	7	958	33												
<b>Participation through alternate assessment (PAAP)</b>	1	1	1	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	1	100	1	100	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	1	1	1	0	9	0	1	1	1	0	12	0												
<b>Non-participation – other</b>	0	0	1	0	80	1	0	0	2	1	81	1												

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 3  
SAU: MSAD 06  
School: Frank Jewett School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	1	4	1	352	3
	2006-2007	5	6	8	3	332	2
	<b>2007-2008</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>227</b>	<b>2</b>
	Cum. Total*	9	4	16	2	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	51	74	202	66	8641	62
	2006-2007	63	72	192	66	8691	63
	<b>2007-2008</b>	<b>49</b>	<b>62</b>	<b>179</b>	<b>57</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	163	69	573	63	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	14	20	79	26	3671	27
	2006-2007	13	15	74	25	3781	27
	<b>2007-2008</b>	<b>20</b>	<b>25</b>	<b>104</b>	<b>33</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	47	20	257	28	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	3	4	19	6	1163	8
	2006-2007	7	8	18	6	1021	7
	<b>2007-2008</b>	<b>7</b>	<b>9</b>	<b>25</b>	<b>8</b>	<b>938</b>	<b>7</b>
	Cum. Total*	17	7	62	7	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	28.2	61.3	26.6	57.8	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	14.5	63.0	13.7	59.6	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	13.7	59.6	12.9	56.1	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: MSAD 06  
 School: Frank Jewett School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	79	3	4	49	62	20	25	7	9	345	312	1	57	33	8	343	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	0										4						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	0										1						158	1	52	36	11	342
Caucasian/White	79	3	4	49	62	20	25	7	9	345	307	1	57	34	8	343	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	16	0	0	5	31	8	50	3	19	337	52	0	25	56	19	337	2210	0	32	48	20	338
No	63	3	5	44	70	12	19	4	6	347	260	2	64	29	6	345	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	0										1						348	1	36	45	19	339
No	79	3	4	49	62	20	25	7	9	345	311	1	58	33	8	343	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	25	0	0	14	56	6	24	5	20	341	117	0	41	45	14	340	5450	1	49	39	11	341
No	54	3	6	35	65	14	26	2	4	347	195	2	67	26	5	345	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	79	3	4	49	62	20	25	7	9	345	312	1	57	33	8	343	13581	2	62	30	7	344
<b>Gender</b>																						
Female	34	2	6	20	59	10	29	2	6	346	146	2	56	35	7	344	6567	3	65	27	5	345
Male	45	1	2	29	64	10	22	5	11	344	166	1	58	32	9	343	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	5	0	0	1	20	3	60	1	20	337	18	0	28	44	28	337	2004	0	37	49	14	339
No	74	3	4	48	65	17	23	6	8	345	294	1	59	33	7	344	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	0										0						125	11	87	2	0	355
No	79	3	4	49	62	20	25	7	9	345	312	1	57	33	8	343	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: MSAD 06

School: Frank Jewett School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	2	50	2	50	0	0	341	6	0	37	63	0	342	6	0	43	39	18	340
B. less than one hour	81	3	5	40	63	15	23	6	9	345	83	2	61	29	8	344	79	2	65	28	5	345
C. one to two hours	13	0	0	6	60	3	30	1	10	346	8	0	48	48	4	343	12	2	60	31	7	344
D. more than two hours	1	0	0	1	100	0	0	0	0	346	2	0	33	50	17	340	3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	27	1	5	12	57	6	29	2	10	345	25	3	54	33	11	344	29	3	62	28	7	345
B. They match some of what I have learned.	58	1	2	30	65	11	24	4	9	345	55	1	61	33	5	344	48	2	67	27	4	345
C. They match just a little of what I have learned.	8	1	17	2	33	2	33	1	17	343	14	2	60	29	10	343	15	1	56	34	9	343
D. There is no match.	8	0	0	5	83	1	17	0	0	345	6	0	50	39	11	341	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	33	1	4	17	65	4	15	4	15	345	39	2	59	32	7	344	42	3	67	24	6	346
B. good	53	2	5	28	67	12	29	0	0	346	49	1	62	30	6	344	46	1	62	32	5	344
C. fair	13	0	0	4	40	3	30	3	30	340	8	0	50	38	13	342	10	0	48	42	10	341
D. poor	1	0	0	0	0	1	100	0	0	338	4	0	8	69	23	336	2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	22	0	0	9	53	6	35	2	12	342	21	0	55	36	9	342	22	1	48	38	12	341
B. about the same as my regular schoolwork	68	3	6	36	67	12	22	3	6	346	63	2	60	32	7	344	57	2	68	26	4	346
C. easier than my regular schoolwork	10	0	0	4	50	2	25	2	25	341	15	2	54	35	9	344	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	19	0	0	5	33	9	60	1	7	340	19	0	30	57	13	339	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	61	2	4	35	74	6	13	4	9	347	59	1	66	27	6	345	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	19	1	7	8	53	4	27	2	13	344	23	3	63	28	6	345	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	24	1	5	11	58	6	32	1	5	345	23	3	50	40	7	345	19	3	65	27	6	346
B. 20 minutes to an hour	42	1	3	21	64	8	24	3	9	346	38	1	65	25	9	344	47	2	68	25	5	346
C. less than 20 minutes	15	1	8	9	75	2	17	0	0	348	16	2	56	38	4	343	19	1	56	35	8	343
D. I rarely read at home.	18	0	0	8	57	3	21	3	21	341	24	0	56	38	7	342	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	38	2	7	17	59	7	24	3	10	345	38	3	55	36	6	344	28	1	56	33	9	343
B. six to ten pages	20	0	0	10	67	4	27	1	7	345	27	0	63	30	7	344	23	1	63	29	7	344
C. eleven or more pages	42	1	3	21	66	7	22	3	9	345	35	1	57	33	10	343	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	100	0	0	1	100	0	0	0	0	348	67	0	75	25	0	344						
B.	0										17	0	100	0	0	344						
C.	0										0											
D.	0										17	0	100	0	0	346						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 3  
SAU: MSAD 06  
School: Frank Jewett School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	5	7	25	8	1295	9
	2006-2007	13	15	41	14	1985	14
	<b>2007-2008</b>	<b>10</b>	<b>13</b>	<b>36</b>	<b>12</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	28	12	102	11	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	39	57	157	52	6852	49
	2006-2007	51	58	153	52	6990	51
	<b>2007-2008</b>	<b>42</b>	<b>53</b>	<b>158</b>	<b>51</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	132	56	468	52	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	18	26	84	28	4081	29
	2006-2007	20	23	78	27	3673	27
	<b>2007-2008</b>	<b>24</b>	<b>30</b>	<b>100</b>	<b>32</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	62	26	262	29	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	7	10	38	13	1638	12
	2006-2007	4	5	20	7	1193	9
	<b>2007-2008</b>	<b>4</b>	<b>5</b>	<b>18</b>	<b>6</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	15	6	76	8	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>15</b>	<b>31</b>	8.9	59.3	8.8	58.7	9.2	61.3
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>29</b>	10.1	72.1	10.1	72.1	10.0	71.4
<b>Cluster 3: Mathematical Decision Making</b>	<b>5</b>	<b>10</b>	3.0	60.0	3.0	60.0	3.2	64.0
<b>Cluster 4: Patterns</b>	<b>14</b>	<b>29</b>	9.2	65.7	8.8	62.9	9.0	64.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: MSAD 06  
 School: Frank Jewett School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	80	10	13	42	53	24	30	4	5	347	312	12	51	32	6	346	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	0										4						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	0										1						159	6	50	31	13	342
Caucasian/White	80	10	13	42	53	24	30	4	5	347	307	11	50	33	6	346	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	17	0	0	7	41	6	35	4	24	336	52	6	38	40	15	340	2208	6	35	37	21	338
No	63	10	16	35	56	18	29	0	0	350	260	13	53	30	4	347	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	0										1						357	8	29	37	26	336
No	80	10	13	42	53	24	30	4	5	347	311	12	50	32	6	346	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	26	3	12	12	46	8	31	3	12	344	117	8	41	39	12	341	5452	9	45	33	12	343
No	54	7	13	30	56	16	30	1	2	348	195	14	56	28	2	349	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	80	10	13	42	53	24	30	4	5	347	312	12	51	32	6	346	13584	17	50	26	8	347
<b>Gender</b>																						
Female	34	3	9	18	53	11	32	2	6	345	146	8	49	35	8	344	6565	15	49	27	8	347
Male	46	7	15	24	52	13	28	2	4	348	166	15	52	30	4	348	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	5	0	0	2	40	3	60	0	0	340	18	0	33	67	0	341	2004	5	39	41	15	339
No	75	10	13	40	53	21	28	4	5	347	294	12	52	30	6	346	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	0										0						125	70	30	0	0	366
No	80	10	13	42	53	24	30	4	5	347	312	12	51	32	6	346	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 3  
SAU: MSAD 06  
School: Frank Jewett School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	2	50	2	50	0	0	343	6	11	42	42	5	344	6	9	40	33	18	340
B. less than one hour	80	8	13	35	55	19	30	2	3	347	83	12	53	31	4	347	79	18	52	24	6	348
C. one to two hours	13	2	20	4	40	3	30	1	10	349	8	12	40	40	8	345	12	16	48	27	8	347
D. more than two hours	3	0	0	1	50	0	0	1	50	335	2	0	29	14	57	329	3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	45	8	22	19	53	7	19	2	6	349	40	14	53	26	7	347	37	22	50	22	6	350
B. They match some of what I have learned.	44	1	3	20	57	12	34	2	6	345	47	12	50	35	3	347	46	16	53	25	6	348
C. They match just a little of what I have learned.	11	1	11	3	33	5	56	0	0	342	11	6	48	39	6	342	12	9	44	36	11	342
D. There is no match.	0										3	0	25	50	25	334	5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	40	6	19	17	55	7	23	1	3	350	38	21	54	23	2	351	39	25	48	20	7	350
B. good	45	4	11	19	54	11	31	1	3	347	48	7	52	36	5	344	46	14	52	27	7	347
C. fair	12	0	0	4	44	4	44	1	11	336	10	3	50	40	7	342	12	8	49	35	9	343
D. poor	3	0	0	1	50	0	0	1	50	337	4	0	23	38	38	332	3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	9	0	0	2	29	4	57	1	14	336	14	0	38	43	19	338	17	7	41	35	17	340
B. about the same as my regular schoolwork	68	6	11	31	57	14	26	3	6	347	66	10	54	33	3	347	59	18	53	24	5	349
C. easier than my regular schoolwork	24	4	21	9	47	6	32	0	0	350	20	26	48	23	3	351	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	45	3	9	21	60	9	26	2	6	346	50	7	53	34	6	345	32	13	47	30	10	345
B. two or three days a week	32	6	24	11	44	7	28	1	4	350	26	17	49	31	4	348	30	20	52	23	5	349
C. two or three times each month	13	1	10	5	50	3	30	1	10	346	13	21	53	21	5	349	19	20	53	21	6	350
D. never or almost never	10	0	0	4	50	4	50	0	0	341	11	12	44	41	3	345	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	3	0	0	1	50	0	0	1	50	339	8	4	22	57	17	335	7	5	34	40	20	338
B. two or three days a week	35	2	7	18	64	7	25	1	4	346	34	4	58	33	5	345	18	15	50	27	8	346
C. two or three times each month	40	4	13	16	50	11	34	1	3	347	31	16	54	28	2	348	28	21	53	21	4	350
D. never or almost never	23	4	22	7	39	6	33	1	6	348	27	20	46	30	5	349	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	8	0	0	3	50	3	50	0	0	341	12	6	47	42	6	342	16	8	42	36	13	342
B. 30–45 minutes	30	3	13	12	50	7	29	2	8	346	27	14	54	28	4	348	30	14	53	26	7	347
C. 45–60 minutes	20	4	25	7	44	4	25	1	6	351	19	14	53	32	2	349	32	22	51	22	5	350
D. more than 60 minutes	43	3	9	20	59	10	29	1	3	346	43	12	49	33	7	345	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	1	100	0	0	328	67	25	0	75	0	346						
B.	0										17	0	100	0	0	352						
C.	0										0											
D.	0										17	0	100	0	0	342						